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Journal OF THE



Association for Education by Radio

The Association for Education by Radio

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Volume I

APRIL-MAY, 1942

Number 8

The Educational Station in Wartime

By BURTON PAULU

"War Comes to America! The University of Minnesota presents a series of seventeen discussions by members of its faculty, planned to assist you in understanding the forces which have brought war to America." Thus the University of Minnesota radio station, WLB, introduces the lecture series *War Comes to America*. Fifteen hundred students meet twice each week to hear these talks, and they are joined by a vast radio audience, served by eight stations which cover five states.

The original *War Comes to America* lectures are broadcast in their entirety by WLB each Wednesday and Friday afternoon from 3:30 to 4:20. Then members of the station's staff go over the talks with subject matter experts, to abridge them for a fifteen-minute, two-a-week series carried during an evening hour by WCCO in Minneapolis and KDAL in Duluth. The shortened programs are recorded as they are broadcast, and the transcriptions are played over a regional network with outlets in three Minnesota cities—Rochester, St. Cloud, and Mankato. Discs are then mailed to WHA (University of Wisconsin) and WOI (Iowa State College). Thus WLB, in addition to providing an outlet for the original programs, offers skilled assistance to members of the University of Minnesota faculty in preparing the abridgments carried by other stations.

The *War Comes to America* series is not, however, WLB's only contribution to the war effort. Each afternoon, Monday through Friday, at 3:15, we present the *Background of the News* based on carefully selected excerpts from books and magazines in the extensive periodical collection of the University library. Whenever possible, these are supplemented by interviews with celebrities who visit the campus; among those appearing have been: Margaret Bondfield, English labor leader and first woman member of the British cabinet; the Reverend Francis X. Talbot, editor-in-chief of *American National Catholic weekly*; Captain Bob Bartlett and Vilhjalmur Stefansson, Arctic explorers; Charles Morgan, novelist and dramatic critic; and Max Lerner, political scientist. We also

originate two current events programs each week for school use. Carried by the North Central Broadcasting System, as well as by WLB, these are heard by school children in Minnesota, North Dakota, South Dakota, Iowa, and Wisconsin. To meet the demand for public health information, Dr. William A. O'Brien, a popular Minnesota radio speaker for twelve years, broadcasts a Saturday morning series for adults and a Wednesday morning series for elementary grades. The North Central Broadcasting System cooperates by carrying the school health series.

It should always be remembered that broadcasts relative to the war may, if not carefully prepared, prove embarrassing now or in later years. There is always the possibility that a crank

• Burton Paulu is Manager of Station WLB, owned and operated by the University of Minnesota.



"It should always be remembered that broadcasts relative to the war may prove embarrassing now or in later years."

or a misguided patriot may misinterpret the meaning of a broadcast. Everything put on the air must be well chosen. At the same time, it is necessary to present programs which, while making the right appeal to the public, will require no embarrassing retractions ten years after the peace has been signed. This was kept in mind by the University committee which planned the *War Comes to America* series. As President Walter C. Coffey of the University of Minnesota said in introducing the first lecture in the series, "The question arises, Are these lectures to be of a propagandist nature? I would say, Yes, they are—in the best sense of that term. That is, they will be expositions of the facts as we understand them. There will be no intention of distorting facts in order to prejudice your views against the enemy or to beget overconfidence in the ability of our allies and of ourselves. We feel that to do so would be a disservice to you and in the end would retard victory we hope to win. Out of these lectures should come a clearer understanding of the cause of the conflict, a more settled belief in what America is attempting to do, a more settled conviction and a greater demonstration that what we are fighting for is worth fighting for."

"Belief cannot be a substitute for action, but action is all the more effective if based not on hysteria, hearsay, distortion, or fragmentary information put on a clear understanding of the ideas, the traditions, the policies and situations that form the basis of contention between ourselves and the enemy."

Whether or not an educational institution has its own broadcasting station, it can use radio to expand its contribution to defense. There are two objectives for such broadcasting: public relations work for the institution concerned; and the dissemination of information and building of morale. An educational institution need not hesitate to do public relations broadcasting. Since our educational system is an indispensable part of the nation's life in war as in peace, it is proper and

(Continued on page 2)

Regional Vice Presidents of the AER



Philip H. Cohen and Son

Region I

Region I's choice for Vice President is Philip H. Cohen, shown above with his young son, Philip Lee. In January Phil became associated with the Radio Division of the Office of Facts and Figures, coming to this new post from the Library of Congress where he headed the Radio Research Project. He was the first director of New York University's Radio Workshop, and still lectures there at the summer sessions.

Region II

John S. Carlile, Director of Radio Activities at the University of Alabama, represents Region II. An outstanding leader in the field for many years, Mr. Carlile was an active broadcaster before he took the post he now holds at the



Harold B. McCarty

University of Alabama, is author of the popular workshop text, *Production and Direction of Radio Programs*.

Region III

In Region III it's Harold B. McCarty, Director of the University of Wisconsin station, WHA, and organizer (1931) of the famed Wisconsin School of the Air. Hal's a member of the Federal Radio Education Committee and past President of the National Association of Educational Broadcasters.

Region IV

Region IV's Vice President is A. L. Chapman, Director of the Bureau of Research in Education by Radio at the University of Texas. Mr. Chapman conducts a course in radio education at the University, has authored many articles and reports for publication.

(See article on page 16)



A. L. Chapman

Region V

James D. Finn, Director of Radio Activities at Colorado State College of Education, represents Region V. He conducts a teachers' training course in radio at Colorado State, following his prime interest in classroom utilization of broadcasts.

Region VI

Donald L. Cherry, Region VI Vice President, is especially interested in the educational recording, on which subject he has written numerous articles. In charge of auditory aids at Sequoia Union High School (Redwood City, Calif.), Mr. Cherry has directed and produced many radio programs over

The Educational Station In Wartime

(Continued from page 1)

necessary that institutions should look to their public relations in time of war. As to the dissemination of information, educational institutions possess vast resources for the development of programs to accomplish this end. A few examples of programs in this category broadcast by WLB are given in the first part of this article, but each station will, of course, have to build its own programs, depending upon its resources and its listeners' needs.

The audience of the educational station usually includes many influential opinion leaders. It is sometimes more important to reach these listeners than to reach many others who will probably act upon ideas formulated and expressed by this opinion-forming group. This is not saying, of course, that the opinion leaders alone should be considered, or that only the educational station reaches opinion leaders. All types of listeners must be reached, and by all stations; but, the well developed educational station has an excellent opportunity, and a responsibility, to broadcast to this important group of listeners.

The educational station is in a very fortunate position in scheduling programs for special interest groups on account of its flexible schedule. For this reason, it can present special programs for schools, air raid wardens, veterans' organizations, charity workers, and other groups. If necessary these programs can be broadcast three or four times in order to reach all interested listeners.

Those institutions with broadcasting facilities should not, however, overlook the importance of programs over other stations as well. In this way, it is possible to reach more types of listeners. Needless to say, the programs presented will have to be suited to the audiences which are to hear them. The institution without its own station must usually broadcast entirely over commercial stations. It has been our experience at the University of Minnesota that the local commercial stations have cooperated with us very well, and there is no reason why stations in other communities should fail to do as much for the educational institutions and organizations in their midst.

local stations in California, studied the educational work of the BBC in London (1937), is supervising teacher for the Stanford University School of Education.

Dr. Damrosch to be Honored At Thirteenth Institute

Dr. Walter Damrosch, whose music lesson programs have been heard by thousands during the past decade, will be accorded a double honor at Columbus, Ohio, on May 5, when the Institute for Education by Radio presents him a citation in recognition of his "distinguished career" and the Blue Network announces the creation of a musical scholarship in his name.

The testimonial will be a highlight of the annual Institute dinner, and portions of the program will be broadcast over the Blue Network. Presentation of the citation will be made by Dr. W. W. Charters, Honorary Director of the Institute, in recognition of the conductor's contribution to the musical education of the American people.

Special tributes to Dr. Damrosch will then be given by Governor Bricker of Ohio; Dr. John W. Studebaker, U. S. Commissioner of Education; Neville Miller, President of the National Association of Broadcasters; and Edward Johnson, General Manager of the metropolitan Onera Company.

Following this announcement will be made of the creation of a Damrosch Music Scholarship by the Blue Network Company, over whose facilities the Damrosch "Music Appreciation Hour" has been broadcast for the past fourteen years. The scholarship will be presented by Edgar Kobak, Vice President of the Blue Network, to H. H. Davis, Vice President of Ohio State University.

Corwin, Oboler, to Speak on Radio Drama in Wartime

Promising highlight of the coming Thirteenth Institute (see back cover) is the Tuesday morning session on "Radio Drama in Wartime." Invited to participate in this discussion, which will be chaired by WHA's Harold B. McCarty, are Norman Corwin, producer of the much-criticized "This Is War!" series, and Arch Oboler, author and director of "Plays for Americans." Both programs are war babies and their relative merits as well as the merits of other dramatic programs devoted to the war effort will be thoroughly investigated.

Also invited to participate in this session are Philip H. Cohen, of the Radio Department, Office of Facts and Figures; Frank Monaghan, historian, advisor for the "Cavalcade of America" dramatizations; Bernard C. Schoenfeld, of the Department of the Interior; Norman Woelfel, of the Evaluation of School Broadcasts Project; and Gerald Bartell, of Station WHA.

Retiring



Dr. Charters will take active part in this year's Institute for Education by Radio program. On Sunday afternoon he will act as host at the Informal Tea for Newcomers, in the evening chairman of the forum on Radio Discussion in Wartime. At the annual Institute dinner on Tuesday he will present the special citation to Dr. Walter Damrosch.



Special recognition will be accorded Mr. Walter Damrosch at the Thirteenth Institute for Education by Radio in recognition of his "distinguished career of public service in music, radio and education."

Dr. W. W. Charters To Retire August 31

Columbus, Ohio—After serving as director of Ohio State University's Bureau of Educational Research since 1928, Dr. W. W. Charters will retire from active duty August 31. The well known educator will then devote his full time to writing, gathering together the threads of research which he has been doing for many years, at Ohio State and elsewhere.

The retiring director has built the Ohio State bureau into one of the best known research organizations in the field. Its studies, frequently supported financially by national foundations, have extended into many areas—curriculum, tests, housing, evaluation, movies, radio.

Dr. Charters is a native of Canada, having been born at Hartford, Ontario, in 1875. He received bachelor's degrees at McMaster University and Toronto University, coming then to the University of Chicago for his master's and doctor's in Philosophy. After obtaining his doctorate at Chicago, Dr. Charters was successively principal of the elementary school and supervisor of practice teaching at the State Normal School, Winona, Minn., 1904-7; professor of theory of teaching, 1907-17, and dean of the school of education, 1910-17, University of Missouri; professor of education, 1917-19, and dean of the school of education, 1918-19, University of Illinois; professor of education and director of the research bureau for retail training, Carnegie Institute of Technology, 1919-23; professor of education, 1923-25, dean of the graduate school 1924-25, also director of the research bureau for retail training, University of Pittsburgh; professor of education, University of Chicago, 1925-28. In 1928 he came to Ohio State.

He is the author of several books, among them "Methods of Teaching," "Teaching the Common Branches," "Curriculum Construction," "The Teaching of Ideals." He has been editor of the *Educational Research Bulletin* and the *Journal of High Education*, as well as serving as associate editor of the *Journal of Educational Research*.

One of his educational contributions has been the establishment at Ohio State of the annual Institute for Education by Radio, held here annually since 1930 to bring together hundreds of representatives of radio and education for a discussion of common problems.

Wide Interest in AER Noted at West Coast Meeting

With an attendance exceeding 400 persons, representing twenty states, the Association for Education by Radio held its first annual meeting in San Francisco on February 23 in connection with the Convention of the American Association of School Administrators. Both the morning and the afternoon sessions were held in conjunction with the California State Association of English Teachers.

The National Broadcasting Company served as host to the morning session which met in the new NBC Building. Miss Judith Waller, NBC's Director of Public Relations, Central Division, extended greetings to the assembled group, after which a tour of the new studios, in the process of completion, was conducted. The principal address was delivered by Dr. Walter F. Dexter, Superintendent of Public Instruction of California, and this was broadcast by the Blue Network. The business session which followed was of primary interest to all present. The newly elected charter officers were presented, namely: Harold W. Kent, President; William D. Boutwell, First Vice President; I. Keith Tyler, Second Vice President; Robert Hudson, Treasurer; and Elizabeth Goudy, Secretary. Regional Chairmen are Phil Cohen, John Carlile, Harold McCarty, James Finn, A. L. Chapman, and Donald Cherry.

President Kent spoke briefly on the purposes and plans of the AER for the coming year, stressing the point that the Association itself would not be dominated by any hierarchy of special interest, but rather it would be devoted to the cause of making radio an increasingly important tool of education in the United States. First Vice President Boutwell reported to the convention that more than 400 persons had become members of the AER since its inauguration in the spring of 1941. Robert Hudson's report of the condition of the treasury showed that the AER enjoyed the unusual distinction of having a sizeable balance in the bank. Approval of the Constitution was postponed until a special committee on constitution could complete its work, whereupon, the Constitution will be submitted to each member of the AER for individual approval.

The AER luncheon at the Sir Francis Drake Hotel, with Major Kent presiding, proved to be one of the most enjoyable and stimulating events of the day. The tables were arranged for discussion groups and these groups carried on animated conversations concerning major problems in the field of radio education. The principal speakers for this occasion were Dr. Ray Lyman Wilbur, President, Leland Stanford University; Mr. Hal Sparks, Radio Administrator, University of California, and Mrs. Dorothy Lewis,

Vice President, Children's Radio Council, representing NAB.

A tour of the Samuel Gompers Trade School of San Francisco by members of the AER to visit the school's frequency modulation station KALW was conducted after the luncheon.

The AER program was considered quite successful both from the standpoint of interest and attendance. The entire Association is indebted to Erle A. Kenney, Don Cherry and John C. Crabbe for preparing this stimulating program.

Daily Broadcasts to Brazil Planned

A new nightly radio program from the United States to Brazil, prepared and handled by a staff of Brazilian journalists and radio experts is scheduled to begin in April. The arrangement was made by Dr. Assis de Figueiredo, assistant director of Brazil's Department of Press and Propaganda. Plans for the program were developed in conjunction with the radio division of the Office of Coordinator of Inter-American Affairs. The plans provide for point-to-point transmission between New York and Rio de Janeiro, and for a rebroadcast over eighty-nine Brazilian radio stations.

Dr. Figueiredo, who arrived in the United States recently with four assistants, emphasized the sharp increase in pro-American sentiment in Brazil since the recent Pan-American Conference. He said that the new program would attempt to satisfy the interest of Brazilian listeners in North

American affairs. The broadcasts will be in Portuguese.

Dr. Figueiredo declared in a prepared statement that "our people (the Brazilians) are democratic. They do not want a totalitarian form of government, and they have as much freedom as you of the United States." President Vargas, whom he described as "More a father to Brazilians than a ruler," has done "more for Brazil in ten years than all the political leaders did in more than a century," he said.

Accompanying Dr. Figueiredo on his mission here are Dr. Julio Barata, radio director of the Brazilian press and propaganda bureau, and Raymundo Magalhaes, Origines Lessa and Pompeu de Souza, Brazilian journalists. The four last named will remain to take charge of the new program, while Dr. Figueiredo will return to Brazil after a five-week tour of the United States.

Asked about the effectiveness of German and Italian radio propaganda, which formerly was plentiful in Brazil, the visitors replied that it had changed its tone and lost its power in recent weeks. The German radio, which once wooed Brazilian friendship, is "attacking our government and our officials in bad Portuguese," Dr. Figueiredo said. Japanese radio propaganda can scarcely be heard in Brazil, he added, and United States "signals," which used to be easily "jammed," now are strong enough to "jam" those of the enemy.

Of Brazil's 2,000,000 radio sets about half are equipped for shortwave reception, according to Dr. Barata, who said that news programs were the most popular on American broadcasts heard in Brazil. American music and comedy also have a large following there, he reported and Brazilians have noted a steady technical improvement in American short-wave broadcasting.

CONFERENCE CALENDAR

Second Annual Texas Conference on Radio and Visual Education—April 23, 24 and 25, Baylor University, Waco, Texas.

American Council on Education—May 1-2, Mayflower Hotel, Washington, D. C.

Institute for Education by Radio—May 4-6, Columbus, Ohio.

WLW Educational Radio Conference—Station Operation—June 17-19.

Audio-Visual Conference (Station Operation)—Oregon State College—June 18, Portland, Ore.

American Library Association—June 22-27, Milwaukee, Wis.

National Education Association—June 28-July 2, Denver, Colorado.

Audio-Visual Conference at Baylor This Month

The Second Annual Texas Conference on Radio and Visual Education will meet at Baylor University, Waco, on April 23, 24 and 25, to study the developments and uses of radio and visual aids in education. Accent will be placed on the role of radio and visual aids in the national war effort. In addition to forums on special subjects there will be clinics in which discussion will be combined with practical demonstration of techniques and procedures.

Among those who will be featured in this three-day program are Thomas D. Rishworth, NBC; Willian D. Boutwell, Office of Education; I. Keith Tyler, Evaluation of School Broadcasts, Ohio State University; and Dean B. F. Pittenger, University of Texas.

Radio's Contribution to American Culture

JANE WEAVER*

Radio's place in American culture is a subject about which there is wide and rapidly growing interest. Educators have long since recognized the potentialities of this new and tremendous force, and the future of a troubled world may well depend on how wisely we make use of it.

What does radio mean to you? In certain respects, radio is the greatest cultural and educational force of our time. By what other means could the American public be brought, by the millions, into direct contact with the finest music, the greatest actors and speakers, the keenest commentators on the political and social scene? How else would the millions of Americans have heard the great symphony orchestra under the direction of Toscanini, or such great artists as Mischa Elman, Heifetz, Albert Spalding, Lauritz Melchior, Kirsten Flagstad? The whole range of classical music from Palestrina to Ravel, from Bach to De Falla has been heard by American public. Current events, book reviews, talks on art, music, sculpture, poetry, correct speech,—these and a thousand-and-one other informative programs are helping every day to make the life of the average American more pleasant, civilized and interesting. Radio, as perhaps no other agency in the history of mankind, has served to broaden the horizons of an entire nation. It has broken the spell of loneliness in the heart of the city and on the wide prairie. It has brought music to the deaf, a friendly counsel to the heartsick, a whole world of entertainment and education to the shut-in. It has made a modish lady of Judy O'Grady and changed the crossroads philosopher into a citizen of the world. All over this country it has helped and every hour is helping to destroy sectional prejudice and jealousy . . . to make us one people and one homogenous nation. This is what radio is doing for you and what radio should mean to you.

The radio industry has been pioneering for twenty years, feeling its way into a strange world, advancing courageously into an unknown land of which no charts existed. And with every passing day, they push a little further into the undiscovered country of the future. That is the great adventure; to strive that we may live better and more graciously than our forbears; that our children may live better and more graciously than we. In that great adventure radio plays an important part. Radio has taken its place with the printing press and the talking picture, as a significant medium

for mass communication. A radio receiver has become a twentieth century necessity. The significance of radio, however, does not lie in its bigness. Rather its importance lies in the broad scope of its operation and, of course, in its effect on listeners. Radio is for adults and children; it is both national and local; it is a business and a public service; it brings the world to the community and frequently broadcasts the community to the world; it is for entertainment and education. But what of its cultural value? Since radio programs for everyone it must be all things to all people. Culture has been accurately said to require exposure to the best, and certainly American radio listeners have been exposed to the best—the best in the United States—the best in Europe—the best in the world—in the whole field of drama, art, literature, science and symphonic music. Culture can mean merely the sum and the manners and custom of a people. In that sense radio is cultural everywhere; it everywhere reflects the civilization to which it broadcasts.

The first basic element for broadcasting historically as well as logically was music. From music the next developmental step for popular appeal was toward the other arts and particularly drama. There seems to be no question that radio drama has brought to the microphone the greatest actors and actresses, and the best in drama; even art: painting, and sculpture—obviously the most difficult of the arts to be represented adequately at the microphone. But radio has presented on the air, painters, sculptors, art critics, and numerous programs such as, "Art in America" and "Art for Your Sake" programs, which have brought an appreciation of art to the crossroads villager who had never been privileged to visit an art museum.

Radio's cultural contribution in the field of science, drama and art, has not been questioned; but what of its musical contribution? In some quarters all musical compositions by deceased masters of music are thought to be of great cultural value. But is this view correct? Is Richard Wagner's "Centennial March" truly uplifting? Or is it merely pretentious and bombastic? Or is Jerome Kern's "Old Man River" merely popular? Or is it in fact a musical masterpiece fully worthy of being rendered in the same program with Schubert's "Serenade"?

Paul Whiteman stated his experience on the air to the Federal Communications as follows: "By entertaining those whose appreciation is limited to the more popular type of music, radio has assisted in making unsophisticated ears more receptive to the higher type of

music. Very few unsophisticated listeners will enjoy a Beethoven Symphony at first hearing. Had the networks in the past broadcast more of the serious type of music than the radio audience was prepared to digest and assimilate, I seriously doubt if we would be hearing as much cultural music as we are hearing today. Before the advent of radio a mere handful were familiar with the great names in the capacious album of good music, while today thousands are numbered in that category."

Mr. Lambdin Kay, of the Atlanta (Ga.) Journal, once narrated the following little incident to the Federal Communications Commission:

"Some years ago a wave of culture engulfed Atlanta and the City Council bought a great pipe organ. A highbrow organist was hired, and the public was invited to free concerts. Interest ran high for a while but the programs never descended from the loftiest levels of Bach and other classic masters. Crowds dwindled and there was talk of firing the organist. 'Friends of culture' rushed to the rescue. A plain citizen from our railroad-yard ward suggested that a more popular type of program might help. 'Culture' indignantly retorted that its purpose was to educate the people. But the plain citizen's comeback was: 'Well—how are you going to educate 'em when they ain't there?'

Radio is, after all, a mirror of the genius, of the talent and the thought of the American people. Its level can be no higher than the general level of education and culture in the country. And may I remind you that this level is determined not by radio but by us listeners. And I'm not referring to the old wheeze of a 12-year-old-intelligence. It will never be any better as an educational medium than the educators who use it; it will never be any better as a vehicle of drama than the playwrights and actors of the theatre; and it will never be any more intelligent as a forum on public affairs than the people who do our thinking on public affairs.

If we would increase and widen the cultural and educational effectiveness of radio, more than the allotment of time and the development of new program techniques are called for. We must, through the spread of education to all sections of our population, pave the way for the acceptance of such programs. This is your job. Radio will continue to do its part to elevate the level of American taste; to popularize things cultural and to bring the questions of the day straight and instantly to the American fireside.

* Educational Director, Station WTAM, Cleveland, Ohio.

Radio Activities of State Departments of Education

A. L. CHAPMAN, Director

Bureau of Research in Education by Radio
The University of Texas

The educational agency which affects the largest number of students, directly and indirectly, in any state is the State Department of Education. Through this agency of education much progress can be made in the effective use of radio in education. In this area, as in other areas of education, forward-looking leadership by State Departments of Education have a tremendous influence.

To find out what is being done by State Departments of Education in the field of educational radio a questionnaire was sent to all State Superintendents of Public Instruction in the United States and insular possessions. The results of this inquiry are presented to show the status of activities by State Departments of Education in educational broadcasting.

Responses were received from 35 states and insular possessions. Thirty made responses which could be used. In ten of the thirty an individual in the State Department of Education is responsible for radio activities and in twenty there is no person officially responsible for such activities. In

In only five states does the title of the individual reveal that the individual is responsible for radio activities. The states and the titles of the individuals follow: Louisiana, Director, Audio-Visual Education; New York, Associate Education Supervisor (Radio Education); Texas, Director of Radio and Visual Education; Virginia, Acting Supervisor, Audio-Visual Education; and, Puerto Rico, Acting Director, Puerto Rico School of the Air.

The table below indicates the extent to which State Departments of Education are now participating in the production or writing of radio programs. There were thirty responses which could be used in this tabulation.

The table below shows that approximately one-third of the State Departments of Education utilize programs to some extent to inform the people of state educational activities. Eight out of the thirty sponsor or encourage others to broadcast classroom broadcasts. A like number produce adult education programs, encourage others to produce adult education programs, or sponsor them. No State De-

Extent to Which State Departments of Education Participate in Broadcasting			
	State Dept. Produces Programs*	State Dept. Encourages Others to Produce Programs†	State Dept. Sponsors Programs‡
Classroom broadcasts	4	8	8
Out-of-school broadcasts for children	1	6	5
Adult education programs	8	8	8
Religious programs	0	2	1
Public relations programs to inform the people of the state about the activities of the State Department of Education	11	7	11
Public relations programs to inform the people of the state about all phases of education	10	7	11

three of the State Departments of Education there is a full time person responsible for radio activities. These states are New York, Virginia, and Texas. In only one state, New York, is there an individual whose sole responsibility is radio in education. Others have various additional responsibilities, the principal one being visual education. In four states the same person is responsible for radio activities and visual education activities, namely Louisiana, North Carolina, Texas and Virginia.

It is difficult to determine which individual in most State Departments of Education has the responsibility for radio activities as judged by their titles.

Radio Criticism

RAYMOND W. TYSON
Department of Speech
Pennsylvania State College

The case for radio criticism has been effectively presented by R. J. Landry,* radio editor for *Variety*, and by C. A. Siepmann.† Both of these gentlemen have felt for some time now the necessity of having a critical clearing house for many phases of radio. I should like to stress the value of one phase especially, in which the *JOURNAL OF THE ASSOCIATION FOR EDUCATION BY RADIO* may act in this critical capacity.

Since radio has reached artistic maturity it deserves the kind of critical recognition which is given to the theatre and the motion picture, to books and to music. Unfortunately the press has not seen fit to enter into radio criticism to any extent. Most of the newspapers are content to supply the usual type of chatter-gossip columns which have very questionable value. The reviews of programs in the radio section of *Variety*, and an occasional evaluation of a program in the Sunday column of John K. Hutchens, of the *New York Times*, are the outstanding sources for radio criticism from the few which are available. *Variety*, as a trade paper for the entertainment world, has little circulation outside of its particular field, while Mr. Hutchens' excellent column seldom concerns itself with specific broadcasts. I believe that the *JOURNAL OF THE AER* can perform a very valuable service by adding to its many admirable features a department for the evaluation of certain selected programs.

Obviously, in a field as large as American radio, there are many kinds and types of programs for which any evaluation would be neither necessary nor feasible. But at the same time, there are many sponsored programs possessing considerable merit which should be recognized by those persons interested in educational radio. There is a strong tendency among radio educators to concentrate their entire attention upon the public service features and the educational programs conceived and presented over the purely educational facilities, and to ignore the commercially sponsored broadcasts.

There are many sponsored programs, especially in the field of drama, which recommend themselves for close attention to educators, both from the point of view of dramatic art and production technique. Students should be directed in their listening habits to these particular programs. It is the responsibility of the teacher in radio education to recognize those broadcasts which are superior. New ideas in programs and

(Continued on page 16)

* "Wanted: Radio Critics." *The Public Opinions Quarterly*, Dec., 1940.

† "Further Thought on Radio Criticism." *Ibid*, June, 1941.

Vitalizing Instruction In Secondary Schools

Rochester, N. Y. — To acquaint teachers with some of the material that is available on phonograph records and transcriptions for the various subject fields, the Department of Visual and Radio Education of the Rochester Board of Education has prepared a series of bulletins, titled *Vitalizing Instruction in Secondary Schools*. Bulletin No. 1 (Sept., 1941) offers an annotated list of transcriptions and records available for use in social study classes, including the following:

Americans All—Immigrants All, eighteen 30-minute programs

Cavalcade of America, twelve 30-minute programs

Lest We Forget, Series 1 and 2, twenty-six 15-minute programs in each series

This Living World, twenty-three 30-minute programs from the 1940-41 "School of the Air of the Americas" series (CBS)

America's Town Meeting of the Air, twenty-one 60-minute programs from the 1939-40 series (NBC)*

The Ballad Hunter, ten 15-minute programs

Transcriptions of local broadcasts are also on this list, including a series of interviews with city officials and a series of talks by the City Historian. A brief resume of each program is given.

Bulletin No. 4 (Jan., 1942) is devoted to audio-visual material for use in English classes, lists the motion pictures, lantern slide sets, phonograph records, and electrical transcriptions specifically related to English instruction. Among the phonograph records listed for use in English classes are the following:

Mercury Text Records, (Columbia)—Orson Welles productions of Julius Caesar, eleven records; Macbeth, nine records; Twelfth Night, ten records.

Abraham Lincoln (Cavalcade of America), three records. Raymond Massey as Lincoln in Robert Sherwood's play based on Carl Sandburg's "Abraham Lincoln: The War Years."

Oliver Wendell Holmes (Cavalcade of America), three records.

Lincoln's Gettysburg Address and Lincoln's Second Inaugural Address (Linguaphone), one record. Readings by Raymond Massey.

For Us the Living (Linguaphone), two records. Alexander Wolleott presenting his well-known radio broadcast subtitled "A Footnote to the Gettysburg Address."

Air Raid (Columbia), four records. Original by Archibald MacLeish, produced by the "Columbia Workshop" (CBS) at the time of the Spanish Revolution.

Robert Frost (Erpi), two records. The author reading his own works. From "Contemporary Poet Series" produced in collaboration with the National Council of Teachers of English.

The Appreciation of Poetry (Columbia), six records. "Masterpieces of Literature" series produced in cooperation with the National Council of Teachers of English "designed to assist teachers in the task of making poetry more meaningful and more enjoyable to pupils of high school age."

* These transcriptions borrowed from the radio station in Rochester that broadcasts this feature each week.

Radio Education Swings to Defense

By TOM WESTERLIN

Education on the air is swinging to defense, a study of programs broadcast by the University of Illinois radio station WILL reveals. Of the sixteen courses broadcast direct from classrooms, ten have been selected for their unusually pertinent relation to the war effort, thus bringing to 8,000,000 potential listeners information that will enable them to serve their country more effectively, according to a statement from Josef F. Wright, director of the radio station.

Three of the ten courses were planned by faculty members to fill special needs created by war conditions. "Economic Problems of the Defense Program" is presented at 8 a. m. each Monday by the department of economics. Two new courses by the social science division are on the air at 11 a. m. Tuesday and Thursday, and at 3 p. m. Monday and Wednesday. The former deals with the "Background and Problems of the War," while the latter discusses "Latin American Civilization."

The University's history department presents three courses of current interest. They are the "British Commonwealth," 8 a. m. Tuesday and Thursday; "Recent European History," 8 a. m. Friday; and "Modern Russia," 2 p. m. Monday, Wednesday and Friday. This "History of Civilization" at 9 a. m. Monday and Wednesday helps the listener gain an historical perspective so that he may be able to interpret world events more accurately.

Those planning victory gardens will find much useful information in the course on "Vegetable Crops," broadcast at 10 a. m. Friday. "Latin American Relations," a new series of forums, in co-operation with the Foreign Trade Club of the University, is on the air at 4:30 p. m. Friday.

A series of studio programs, known as the "Poultry Short Course," is offered at 1:30 p. m. Tuesday by H. H. Alp, professor of agriculture. With travel limited by tire rationing, Mr. Alp is using WILL to reach thousands

The White Cliffs of Dover (Victor), three records. Lynn Fontanne reading Alice Duer Miller's poem, with musical setting.

In addition to the above records that may be played on any ordinary phonograph at 78 r.p.m., the list includes a number of electrical transcriptions that require special playback equipment. A number of programs in the "Cavalcade of America" transcription series are listed, as well as some of the "Lest We Forget" and "The Ballad Hunter" transcriptions.

These bulletins are prepared under the supervision of Paul C. Reed, Director of the Department of Visual and Radio Education.

of poultry raisers with timely information and advice.

Two home economic courses and one in agriculture broadcast direct from the classroom are closely related to the problems of war. "Home Exercises for Fitness," on the air at 8:45 a. m. daily except Saturday and Sunday, was organized and is presented by a special committee of the physical education department for women.

News, broadcast nine times each day, gives WILL listeners an accurate picture of the war and preparations for its prosecution. Transcribed programs of the Navy, Army, Marines, the Office of Education, the Department of the Interior, the Treasury Department, and the Department of Justice are broadcast in co-operation with agencies of the federal government.

In addition brief service announcements are made frequently for the armed forces, the sale of defense bonds, employment needed by government arsenals, and for the selective service.

The concert band, together with many other musical broadcasts from WILL, includes much patriotic music on its programs. The station now signs on each day with the pledge of allegiance and the Star Spangled Banner.

Scheduled for regular Sunday broadcasts, which began April 5, is a Town Hall Meeting of the Air, in the auditorium of Gregory Hall on the campus. Two or three faculty members discuss timely topics, such as "What Sacrifices War Requires of Us?" assisted by a faculty moderator.

On the list of possible programs for Sunday are talks on "The Press and Wartime," by Frederick Siebert, director of the School of Journalism; sermons from churches in Champaign-Urbana, where the university is located; and medical talks, called "Accent of Health," by University of Illinois medical students from the Chicago campus.

Many of the regular programs of the station are placing increasing emphasis on their relationship to war problems. These include the Farm and Home programs, the American Association of University Women Forum, the League of Women Voters programs, the D. A. R. series, and the Ham Forum, a program for radio amateurs. Other educational programs for defense will be added from time to time to meet the needs of the state and nation for them.

The change not only in the broadcasting schedule of station WILL but in many university stations to accommodate many programs specifically designed to educate listeners in the many aspects of the defense of the United States demonstrates the adaptability of educational broadcasting to meet the most varied contingencies and provide education for them to the listeners.

network public service

Program Schedule

The programs below are listed by days of the week. Most of the titles and the annotations explain the fields of interest or study to which the broadcasts apply. Conflicts arising because of the four time zones and because of the commitments of local stations often prevent network programs from being heard at times stated in bulletins of this kind. It is important, therefore, to check daily with local newspaper listings and to call local stations to confirm or to request a program supplied by a network.

—LUELLA HOSKINS, Radio Department, New York University

Sundays

Coast to Coast on a Bus, BNC—Children conduct this program with Milton J. Cross as "bus driver."

Eastern Central Mountain Pacific
9:15 a.m. 8:15 a.m. * *

Invitation to Learning, CBS—Informal discussion on the classics by well known authorities.

Eastern Central Mountain Pacific
11:30 a.m. 10:30 a.m. 9:30 a.m. 8:30 a.m.

Music and American Youth, NBC—Produced in cooperation with high school and college choruses and orchestras.

Eastern Central Mountain Pacific
11:30 a.m. 10:30 a.m. 9:30 a.m. 8:30 a.m.

Freedom's People, NBC—Dedicated to depicting the role of the Negro in our national life; music, interviews, dramatic sketches (broadcast once a month).

Eastern Central Mountain Pacific
12:00 noon 11:00 a.m. 10:00 a.m. 9:00 a.m.

What's New at the Zoo, CBS—Interview and comment, conducted at the Bronx Zoo in New York.

Eastern Central Mountain Pacific
1:30 p.m. 12:30 p.m. 11:30 a.m. 10:30 a.m.

Josef Marais, African Trek, BNC—Songs and stories of the African veldt.

Eastern Central Mountain Pacific
1:30 p.m. 12:30 p.m. 3:00 p.m. 2:00 p.m.

The World is Yours, NBC—Dramas of the world of science. (Produced in cooperation with Smithsonian Institution and the U. S. Office of Education.)

Eastern Central Mountain Pacific
1:30 p.m. 12:30 p.m. 11:30 a.m. 10:30 a.m.

Blue Theater Players, BNC—Dramatizations specially written for the series; radio stock company cast.

Eastern Central Mountain Pacific
2:00 p.m. 1:00 p.m. 12:00 noon 1:00 p.m.

Spirit of 1942, CBS—Music by Army, Marine and Naval band units, brief talk.

Eastern Central Mountain Pacific
2:00 p.m. 1:00 p.m. 12:00 noon 11:00 a.m.

University of Chicago Round Table, NBC—Discussions of current social, economic and political programs.

Eastern Central Mountain Pacific
2:30 p.m. 1:30 p.m. 12:30 p.m. 11:30 a.m.

Columbia Workshop, CBS—Experimental dramas, adaptations and original fantasies.

Eastern Central Mountain Pacific
2:30 p.m. 1:30 p.m. 12:30 p.m. 11:30 a.m.

Columbia Broadcasting Symphony, CBS—Howard Barlow conducts the orchestra in symphonic program.

Eastern Central Mountain Pacific
3:00 p.m. 2:00 p.m. 1:00 p.m. 12:00 noon

Wake up, America, BNC—Forum program devoted to a discussion of current issues. (In cooperation with the American Economic Foundation.)

Eastern Central Mountain Pacific
3:00 p.m. 2:00 p.m. 1:00 p.m. 12:00 noon

The Americas Speak, MBS—Each week a different Latin American country is saluted. (Presented in cooperation with the Rotary Clubs of America.)

Eastern Central Mountain Pacific
3:00 p.m. 2:00 p.m. 1:00 p.m. 12:00 noon

The Army Hour, NBC—News and dramatizations, with pickups from far-flung battle fronts, aiming to bring to the nation an understanding of the world military situation as it affects the United States and its allies.

Eastern Central Mountain Pacific
3:30 p.m. 2:30 p.m. 1:30 p.m. 12:30 p.m.

Listen, America, NBC—Quest for health today, dramatized. (Produced in cooperation with the Women's National Emergency Committee.)

Eastern Central Mountain Pacific
4:30 p.m. 3:30 p.m. 2:30 p.m. 1:30 p.m.

Plays for Americans, NBC—Arch Oboler's series based on concepts of liberty and freedom.

Eastern Central Mountain Pacific
5:30 p.m. 4:30 p.m. 3:30 p.m. 2:30 p.m.

American Forum of the Air, MBS—Current topics discussed by prominent citizens and office-holders; Theodore Granik, chairman.

Eastern Central Mountain Pacific
8:00 p.m. 7:00 p.m. 6:00 p.m. 5:00 p.m.

They Live Forever, CBS—Dramatization of lives of American heroes of World War II.

Eastern Central Mountain Pacific
10:30 p.m. 9:30 p.m. 8:30 p.m. 7:30 p.m.

Mondays

Music Without Words, CBS—A series devoted to the classics.

Eastern Central Mountain Pacific
4:00 p.m. 3:00 p.m. * *

Spotlight on Asia, CBS—Talks by authorities in the field of Far Eastern affairs.

Eastern Central Mountain Pacific
4:15 p.m. 3:15 p.m. * *

Cavalcade of America, NBC—Adaptations of motion pictures, novels and biographies with an American flavor, sponsored by the DuPont Company.

Eastern Central Mountain Pacific
8:00 p.m. 9:30 p.m. 8:30 p.m. 7:30 p.m.

National Radio Forum, BNC—Talks on current issues by Congressmen and other government officials.

Eastern Central Mountain Pacific
10:00 p.m. 9:00 p.m. 8:00 p.m. 7:00 p.m.

Unlimited Horizons, NBC—Dramas and stories of the world of science.

Eastern Central Mountain Pacific
11:30 p.m. 10:30 p.m. 9:30 p.m. 8:30 p.m.

Tuesdays

Children in Wartime, BNC—Interviews and round table discussions on the care and education of children during war. Katherine Lenroot, chairman.

Eastern Central Mountain Pacific
12:00 noon 11:00 a.m. 10:00 a.m. 9:00 a.m.

Summer Symphony Concert, BNC—World famous conductors participate.

Eastern Central Mountain Pacific
9:30 p.m. 8:30 p.m. 7:30 p.m. 6:30 p.m.

Report to the Nation, CBS—Dramatic series, with comment and interview, on government activities.

Eastern Central Mountain Pacific
9:30 p.m. 8:30 p.m. 7:30 p.m. 6:30 p.m.

Wednesdays

Children Also Are People, CBS—Talks by specialists in the field of child guidance.

Eastern Central Mountain Pacific
4:15 p.m. 3:15 p.m. * *

Three Thirds of a Nation, BNC—In cooperation with the War Production Board; dramas to point up the aims and efforts in this war.

Eastern Central Mountain Pacific
10:00 p.m. 9:00 p.m. 8:00 p.m. 7:00 p.m.

Tune Up, America, MBS—Recognition of the valiant efforts of women in wartime activities.

Eastern Central Mountain Pacific
11:30 p.m. 10:30 p.m. 9:30 p.m. 8:30 p.m.

Thursdays

Highways to Health, CBS—Medical talks for the layman, arranged by New York Academy of Medicine.

Eastern Central Mountain Pacific
4:15 p.m. 3:15 p.m. * *

People's Platform, CBS—Round table discussion by authorities and laymen. Lyman Bryson, chairman.

Eastern Central Mountain Pacific
8:30 p.m. 7:30 p.m. 6:30 p.m. 5:30 p.m.

America's Town Meeting, BNC—Features, talks and question period on problems of today. George V. Denny chairman.

Eastern Central Mountain Pacific
9:30 p.m. 8:00 p.m. 11:00 p.m. 10:00 p.m.

Fridays

Music Appreciation Hour, BNC—Conducted by Dr. Damrosch. Series A and B one week; Series C and D the next. (Teacher's and student's manual available at cost.) Last broadcast May 1.

Eastern Central Mountain Pacific
2:00 p.m. 1:00 p.m. 12:00 noon 11:00 a.m.

Exploring Space, CBS—Talks by experts on advances in astronomy, interviews.

Eastern Central Mountain Pacific
4:15 p.m. 3:15 p.m. * *

March of Time, BNC—Dramatizations of crucial events in current history. (Sponsored by Time Magazine.)

Eastern Central Mountain Pacific
9:00 p.m. 8:00 p.m. 7:00 p.m. 6:00 p.m.

Saturdays

The Garden Gate, CBS—Talks on gardening and care of plants.

Eastern Central Mountain Pacific
9:30 a.m. 8:30 a.m. * *

Little Blue Playhouse, BNC—Young heroes of American history; dramatized stories enacted by boys and girls.

Eastern Central Mountain Pacific
11:30 a.m. 10:30 a.m. 5:00 p.m. 4:00 p.m.

Let's Pretend, CBS—Dramatic adaptations of fairy tales and original fantasies by Nila Mack.

Eastern Central Mountain Pacific
11:30 a.m. 10:30 a.m. 9:30 a.m. 8:30 a.m.

Consumer Time, NBC—Directed to consumers as an aid in shopping. (In cooperation with the Consumer's Council of the U. S. Department of Agriculture and other groups.)

Eastern Central Mountain Pacific
12:15 p.m. 11:15 a.m. 10:15 a.m. 9:15 a.m.

Adventures in Science, CBS—Talks and interviews on current activities in scientific fields.

Eastern Central Mountain Pacific
1:30 p.m. 12:30 p.m. 11:30 a.m. 10:30 a.m.

Of Men and Books, CBS—Reviews of books and interviews with authors by John T. Frederick, Northwestern University.

Eastern Central Mountain Pacific
2:00 p.m. 1:00 p.m. 12:00 noon 11:00 a.m.

Columbia's Country Journal, CBS—Farm news and interviews on agricultural activities.

Eastern Central Mountain Pacific
3:00 p.m. 2:00 p.m. 1:00 p.m. 12:00 noon

Air Youth for Victory, NBC—Dramatizations and interviews about model airplane clubs.

Eastern Central Mountain Pacific
3:15 p.m. 2:15 p.m. 1:15 p.m. 12:15 p.m.

Down Mexico Way, NBC—Dramatic presentation of music, customs and languages of our Latin American neighbors.

Eastern Central Mountain Pacific
4:00 p.m. 3:00 p.m. 2:00 p.m. 1:00 p.m.

Cleveland Symphony Orchestra, CBS—Artur Rodzinski conducts a weekly concert especially designed for radio.

Eastern Central Mountain Pacific
5:00 p.m. 4:00 p.m. 3:00 p.m. 2:00 p.m.

Doctors at Work, NBC—Dramatization on the role of a doctor in the community, as a practitioner and citizen.

Eastern Central Mountain Pacific
5:00 p.m. 4:00 p.m. 3:00 p.m. 2:00 p.m.

Calling Pan America, CBS—Musical programs broadcast each week from a different Latin American capital.

Eastern Central Mountain Pacific
6:15 p.m. 5:15 p.m. 4:15 p.m. 3:15 p.m.

This is War! (All four networks)—Dramatizations picturing the United States in wartime, directed by Norman Corwin.

Eastern Central Mountain Pacific
7:00 p.m. 6:00 p.m. 10:45 p.m. 9:45 p.m.

Labor for Victory, NBC—Series by the CIO and the A. F. of L. showing how the man in overalls is helping win the war.

Eastern Central Mountain Pacific
10:15 p.m. 9:15 p.m. 8:15 p.m. 7:15 p.m.

* Programs not broadcast via network in this zone.

"Mutual School of the Air"

Programs prepared for consumption by adults and school children, produced by the University of Kentucky, and broadcast over the network of the Mutual Broadcasting System.

Tuesdays

The Voice of the Free—dramatizes the rise of the free press in America. (Last program March 31.)

Eastern Central Mountain Pacific
2:30 p.m. 1:30 p.m. 12:30 p.m. 11:30 a.m.

Your Speech and What It Tells—Dr. L. L. Dantzler, Professor of Philology. (Starts April 7.)

Eastern Central Mountain Pacific
2:30 p.m. 1:30 p.m. 12:30 p.m. 11:30 a.m.

Geography of the Pacific—Talks on the islands and continental areas contiguous to the Pacific Ocean, by Professor David M. Young of the University of Kentucky staff.

Eastern Central Mountain Pacific
2:45 p.m. 1:45 p.m. 12:45 p.m. 11:45 a.m.

Wednesdays

Book Theatre—Dramatic summaries of the most significant works in recent literature.

Eastern Central Mountain Pacific
2:45 p.m. 1:45 p.m. 12:45 p.m. 11:45 a.m.

Thursdays

American Song Bag—Vocal and instrumental performances of music of North, Central and South America.

Eastern Central Mountain Pacific
2:30 p.m. 1:30 p.m. 12:30 p.m. 11:30 a.m.

Stories from the Western Hemisphere—Capsule versions of stories by authors from the Americas.

Eastern Central Mountain Pacific
2:45 p.m. 1:45 p.m. 12:45 p.m. 11:45 a.m.

Additional information on the Mutual School of the Air broadcasts may be obtained by addressing The University of Kentucky, Lexington.

Off Until Fall

American School of the Air programs are off the air until Fall. The broadcasts for April were printed in the March issue of *The AER Journal*.

Back Issues

Back numbers of *THE AER JOURNAL*, except Issue No. 1, may be secured by sending requests to Mr. George Jennings, Room 701, 228 N. La Salle Street, Chicago, Ill. Each back issue sent will be credited to your subscription. Therefore, if you request five back numbers, your subscription to *THE AER JOURNAL* will expire five months sooner. Mr. Jennings will supply full details upon request.

A E R reviews . . .

Why Teachers Don't Use School Broadcasts. Seerley Reid. (Evaluation of School Broadcasts, Ohio State Univ., 1941, 8 pp., 10 cents.)

Reviewed by HAZEL KENYON

Why Teachers Don't Use School Broadcasts is an interesting and challenging bulletin for all persons in the radio education field... interesting because the reader will find in it many surprising facts, and also many familiar observations . . . challenging because the conclusions and recommendations made by the writer from his findings are ones which most of us who are working in the field know to be sane, practical, and essential. I think the reader is left, upon the reading of this paper, with an increased determination to "do something about it."

The pamphlet opens with the statement that less than one teacher in twenty makes use of radio as an educational device. Then he asks the question "Why?" and proceeds to give a clear, concise, and statistical answer by reporting a survey made on the use of radio in the schools of Ohio. In Ohio, where more school broadcasts are available than in most other states (and, therefore, cannot be considered representative of the country as a whole), no broadcast series, the writer warns us, has an audience larger than - per cent teachers and students.

Approximately 2,000 schools were surveyed to make the reports found in the two tables of the bulletin which reveals, among other things, the following interesting facts.

Among the reasons for teachers not using broadcasts: (1) the lack of a radio, (2) a high percentage of unsatisfactory equipment, (3) school schedule difficulties, (4) teachers' indifference and animosity to school broadcasts, and (5) a lack of information concerning available school broadcasts.

Differences between elementary and secondary schools: (1) school schedule difficulties were twice as frequent among secondary schools as among elementary schools, (2) indifference to school broadcasts was found to be more frequent in secondary schools than in elementary schools, and (3) broadcasts were reported "unrelated to curriculum" more often in secondary schools than in elementary schools.

Differences between rural and urban schools: (1) Urban schools considered "classroom work more valuable" and failed more often to use broadcasts than rural schools, and (2) rural schools had less information on school broadcasts than urban schools.

Mr. Reid's conclusions and comments may be summed up briefly thus: (1) Efforts must be made to provide schools with radios, (- there is a definite need for pre-service and in-service education of teachers in the use of radio in the classroom, (3) radio stations and educational organizations producing school broadcasts need to plan them more carefully to meet curriculum requirements, and (4) more information on school broadcasts should be made available to teachers through adequate and efficient publicity.

Why Teachers Don't Use School Broadcasts should be a part of your scientific and statistical information in the educational radio field, where we need to constantly meet and have a convincing answer to situations and forces that make possible such an undesirable title on a thoroughly desirable bulletin.

• Hazel Kenyon is Director of Education for Station KIRO, Seattle, Wash.

Tales from Far and Near. (1941). Seerley Reid, (Evaluation of School Broadcasts, Ohio State Univ., 50 pp., 25 cents.)

To provide the Columbia Broadcast System with teachers' criticism and opinions of the "Tales from Far and Near" series, the Ohio Evaluation of School Broadcasts Committee received weekly reports from a group of forty to fifty teachers from October 10, 1940 to January 23, 1941. The completed report shows that teachers' and pupils' interests varied greatly from week to week, indicating that the quality of the broadcasts was inconsistent. In a detailed analysis of the reasons for the fluctuations of interest from one program to the next, the committee lists a number of specific "rules" to remember in writing programs such as these. The report should prove particularly interesting to writers and producers of broadcasts for children.

Should the recommendations set forth by the evaluation committee ever be taken seriously by the writers and planners for whom they are meant, a remarkable improvement of extraordinary proportions would undoubtedly become evident in future productions? However, this is a thought of the most rosy hue, for many of these suggestions have been made time and again in other evaluation reports of other series; they can continue to be repeated ad infinitum.

The following are a few of the criteria which the committee set down as important for writers and producers to remember:

1. The plots of the programs in such a series should be simple and easy to follow.
2. Each broadcast should contain only a few incidents with each one sufficiently developed.
3. Extreme shifts in time and place are confusing to the listeners and should be avoided unless they are indispensable to the plot.
4. Sound effects should not be permitted to add to the confusion of a scene or to interfere with the intelligibility of the dialogue.—M. P.

Recommended . . .

• "For anyone trying to teach students to make recordings I recommend *Techniques of Recording* by F. H. Goldsmith and V. G. Geisel (Gamble Hinged-Music Co., Chicago, Ill.) as an invaluable help . . . have just had the experience of teaching a new student control man how to operate the recorder and other equipment and found this handbook very useful."—Clarence M. Morgan, Indiana State Teachers College.

New Books . . .

Radio in the Classroom, report of the Wisconsin Research Project in School Broadcasting. The University of Wisconsin Press, 1942, \$2.00.)

The story of how Wisconsin's educational agencies are cooperating in the Wisconsin School of the Air project, including a description of the activities of the "School" from the planning and production of each series to the evaluation of results. Also included in this volume is a report of the experiment undertaken in 1937 "to evaluate the place of radio in the classroom and to devise methods for its most effective use."

Who, Why, What is Radio? by Robert J. Landry, Radio Editor of Variety Magazine. (George W. Stewart Publishers, 67 West 44th Street, New York, \$1.50.)

Radio's foremost critic answers some pertinent questions about the business of broadcasting. An interesting picture of the complex system of radio.

How to Make Good Recordings. (Audio Devices, Inc., New York, 125 pp., \$1.25.)

A handbook on sound recording, giving simple explanation for such points as how a recorder works, cutting and playing needles, determining correct recording volume, mike technique, recording sound effects and many others.

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The High School Workshop Needs Coddling, Drama . . . And Good Scripts!

WILLIAM E. ZAMBONI*

A broadcast by high school students had just concluded.

"Is this sort of thing going on forever?" the program director asked almost sadly. "Can't something be done about it?" I answered no and yes respectively.

"But that's a long story. Let's take a look at it."

We did. And we found what all of us, if awake, now know.

The broadcasts by the average high school workshop were terrible not because the students were at fault, because they certainly were enthusiastic and sincere. And not because the instructors were too incompetent, although this point is being improved upon. The main obstacles were the lack of suitable script material and the complete lack of organization within the workshop itself.

This latter is a matter to be worked out by the individual workshops as best fits their circumstances. It can be greatly aided, as it must be, by organizations such as the AER and organizations specializing in this field.

Student production is no simple matter because it is new, nor is it as complicated as it must seem to some. It is a problem belonging to the instructor primarily but any staff of any one of the smaller broadcasting stations deserving of the name will welcome the conscientious high school broadcasters and will cooperate in every way possible.

We cannot ignore commercial radio's intelligence. And we cannot deny the fact that radio is the most powerful vehicle for education the world has ever known and refuse to use it.

Not enough can be said for the value of such educational programs as *The American School of the Air* and others but don't lose sight of the impressive power of radio drama as an educational medium. Drama may not be as direct as the purely educational program but it is certainly more impressive . . . and a type of broadcast that can be easily handled by the students. In fact, it is the medium best fitted to the workshop's talents.

Radio drama, be it fiction or non-fiction, is glamorous from the ground up. And this glamor is incentive; the incentive which is vital to the students' initiative. It opens the door into that fascinating realm of creation. Walk through that door with a purpose in mind and you can't help coming out having indelibly learned something. Imagine the effect on the student's

* Director, The Radio Playhouse, Owatonna, Minn.

Joins FREC



Lyman Bryson, who recently took over the position of Director of Education for the Columbia Broadcasting System, has been appointed a member of the Executive Committee of the Federal Radio Education Committee, according to an announcement by Commissioner John W. Studebaker. Mr. Bryson is well known as an educator and as an active broadcaster, known to network audiences since 1938 as moderator of Columbia's "People's Platform."

He is a leader in the field of adult education and author of many books, including "Adult Education," published in 1936; "Which Way America," 1940; and "Working for Democracy," which was published last year.

mind in dramatizing such stories as the life of the Curies, the life of Beethoven, the stories of the men and women who did things, not alone the stories of the things they did.

And writing! it is my simple observation that neither the high school student nor the average teacher is capable of writing a radio script suitable for broadcast. The elements of time, research and polish are against them. But there are always exceptions. The professionally written script is essential in the workshop. It gives the foundation from which to direct, produce, act and write. Its use will advance radio drama faster than any other one factor.

But in spite of its newness and the present obstacles, do not forsake the use of radio and drama in educating our modern boys and girls, our American men and women. Radio is vital, it is modern, it is powerful; and it can be a stimulant to the American educational system.

Excerpts . . .

Radio in Education

The educator must seek new paths to reach his goal, which is, simply stated, the communication to young people of information and attitudes intended to produce intelligent and valuable citizens. To do this he brings into the school live information concerning all the instruments and tools and problems which make this age what we term "modern." He must acquaint his students with such variety of functions as electricity, water-power, heat, international banking, trade organization and a thousand others. One of the chief means of realizing this theory in the school today is radio. A receiving set in a classroom is like a gigantic and sensitive ear listening to events outside the classroom walls. It is also a magical ear since it has the power to select from the welter of business and industry and art the things which are important to the child and his learning.

From the Teachers Bulletin for School Broadcasts, published by the Manitoba Department of Education.

Radio's Future

"Radio's future lies with the future of Democracy, as does the future of every American endeavor, but indeed, the future of Democracy lies with radio."

Robert J. Landry, Radio Editor of Variety Magazine and author of "Who, What, Why is Radio?"

Views for '42

"Not the least of the important values of radio in education is that which has to do with the development of the ability to evaluate the personality of the radio program, the radio commentator, the newsbroadcaster, or the interpreter. It is as important to know what we think of Mr. X, as we speak of his broadcast, as it is for us to know what we think of that which he says. It is the responsibility of the school, the teacher, and the learning situation which the school creates, in which radio is involved, to introduce this aspect of learning into the experience which the child may have. If there is one important phase of radio which is more pressingly significant at the present time and which will continue to be so for 1942 at least, it is this aspect of appraisal, evaluation of judgment, quality of integrity, and validity of character and opinion conveyed by those who present radio fact, information, and interpretation for us."

Vierling Kersey, Superintendent of Los Angeles City Schools.

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Person-to-Person . . .

With the publication of EDUCATION BY RADIO for the fourth quarter, 1941, the National Committee on Education by Radio brought to a close its eleven years of service in behalf of the educational interests of radio. The bulletin gives a fine resume of the services given by the committee.

On February 1, Marie Finney resigned as Educational Director of Columbia Recording Corporation to accept a position with the State Department of Education in Austin, Tex.

"The war has provided another opportunity for the school-owned radio station," writes William B. Levenson, Directing Supervisor of Radio for Cleveland schools.

You may be interested to know," he reveals, "that WBOE (the Cleveland Board of Education station) has been assigned the task of serving as an air raid warning center to all the schools of Cuyahoga County. In addition to the Cleveland schools, all the suburban, parochial, and private schools have purchased FM radio sets and they tune in continuously to WBOE. At the present time they are receiving our programs which are on the air continuously from 8:30 a. m. to 4:30 p. m. If the occasion ever comes, Heaven forbid, when an air raid warning must be given, our communications have been so organized that every school in this area can receive the warning within a few seconds time.

The flexibility of the school-owned station and its potential service is something which we have yet to recognize."

Rev. Frank Nelson points out that there are four kinds of radio: (1) radio for the feet (dance music, swing and jitterbug jargon), (2) radio for the funny bone (comedy and other forms of horse play), (3) radio for the head (educational material) and (4) radio for the heart. It is with the latter "kind of radio" that Rev. Nelson is chiefly concerned and for which he is carrying on a one-man campaign. It is his oft-stated belief that religious radio is the "poorest done thing on the air" and that until those doing this type of job are ready to start from the beginning with the recognition of the peculiarities and limitations of the medium little progress will be made.

Rev. Nelson began his career in radio with a "Morning Devotions" program on Station WEAF, New York, long before it became a part of the NBC network, and has been carrying on with this work in different parts of the country for the past twenty years. He took the Radio Workshop course at New York University, where

he has the record of being the only ministerial graduate.

Located now in Pasadena, Calif., where he broadcasts over Station KPAS, he recently founded the Bureau of Institutional Broadcasting, which he calls "an organization to provide better production for non-profit institutions which would like access to the air." He has been invited to participate in the NEA conference at Denver this summer, where he will head up a three-day clinic on religious and other forms of institutional broadcasting.

Youth And The Headlines

In cooperation with radio station WSB, the Atlanta Public School System has originated something of an innovation in the use of the radio as a supplement to formal education. Every Wednesday evening at 6:30 p. m., four high school students assemble around the microphone with Walter Paschal, news editor of WSB, and a representative of the Atlanta Schools for a forum discussion of current headlines.

Of course, radio forums are not new, but the sponsors believe that there are some unique features not found in the usual forum. One student is selected from each of four high schools to constitute the discussion group. These students, with the forum chairman and the adult representative from the school, have no previous rehearsal or information concerning the topics to be discussed. About fifteen minutes before the program begins, they sit down, open up the evening's newspaper, and look for headlines to be discussed. All during the actual broadcast, occasional late news items are brought in from the teletype to be used if they merit discussion.

One of the most constructive features of this program is a simultaneous electrical transcription which is available to all high schools for use as a "springboard" in classroom discussions of current world affairs. The reactions to the broadcast and to the recordings have been favorable. No concrete conclusions can be advanced as yet, for the program has not been on the air a sufficient length of time to give a fair evaluation. However, each of the participating students, who are on the program for four weeks, seem to have developed commendable radio microphone poise. Adult representatives from the school departments have, for the most part, remained in the background, but have acted as a steady influence to the student members. These adult participants from the schools have ranged from the superintendent to classroom teachers. The program has been considered of sufficient value by the school department and radio station WSB to assure its continuance as a regular Wednesday evening feature.

Students And Radio

(Reprinted from the editorial page of the Birmingham (Ala.) News, an example of the sort of help a newspaper can give to educational radio projects.)

Many colleges and universities present radio programs to the listening public. The best known ones emanate from large Northern universities, but perhaps an equally valuable type of broadcast comes from colleges and universities where students present programs designed for the community and the state in which the institution is located.

Here in Alabama various types of college programs are presented, many of them by students attending the schools. Dramatic broadcasts, editorial summaries, interviews with visiting celebrities and persons of note, student-faculty discussions of regional, national and international problems, all find their way into the homes of Alabama listeners.

The University of Alabama presents weekly a program from the campus containing an editorial digest of what Alabama newspapers are saying. Alabama College for Women offers, from time to time, a student variety hour and also regular programs on music and current affairs. The part Auburn has played in broadcasting to farm folk is nationally known. Howard College frequently presents programs over local stations. One of the many interesting radio features from Birmingham-Southern College last year was a series on the South.

Most of the colleges have their own studios, equipped with technical broadcasting facilities. From these studios a new impression of our educational institutions may be had. Here, it would seem, is an excellent means of taking students, teachers, colleges and universities into the homes. College has too often seemed to "the folks back home" to be a place where football and dancing, and occasional exams, occupied the students' time. Radio should be one answer to the ever-present question of how to integrate the college with the community and with the state and region.

Boston, Mass.—With finances supplied by the Council of the American Philosophical Society, World Wide Broadcasting Foundation has opened an office in New York City. The Foundation operates shortwave stations WRUL and WRUW.

Greetings!!

— to the members of the
THIRTEENTH INSTITUTE FOR
EDUCATION BY RADIO

— 1942 —

NATIONAL
ASSOCIATION OF
BROADCASTERS

**Radio Activities of State
Departments of Education**

(Continued from page 6)

State Department of Education produces out-of-school programs for children, but four produce classroom broadcasts.

Although some State Departments of Education participate in several kinds of broadcasting activities, others participate in only a few. In one state, Wisconsin, it was mentioned that the only production activity, except a few speeches by members of the department, in this connection is the sponsorship of the Wisconsin School of the Air. In Wisconsin this one activity means much to radio in education and probably is more effective from an educational point of view than the production of many less widely used broadcasts. In ten states the State Department of Education does nothing toward the production of classroom broadcasts, out-of-school broadcasts for children, adult education programs, religious programs, public relations programs to inform the people of the state about the activities of the State Department of Education or public relations programs to inform the people of the state about all phases of education.

From other types of responses to the inquiry it seems that State Departments of Education are interested primarily

in assisting others to do the actual broadcasting. Such expressions as, "encourages," "sponsors," "offer guidance," and "prepare bulletins" were found in the replies.

In one state, Florida, transcriptions have been made of music programs for schools. The Maine School of the Air, in its 9th year, is the direct responsibility of the State Department of Education. In Massachusetts, schools are invited to prepare a program for a series organized by the State Department of Education. In other states the members of the State Department of Education prepare talks to provide information to the listeners. Some of these programs deal entirely with matters of concern to the State Department of Education, others consist of one or more programs in a series describing all branches of state government. The Texas School of the Air is established as a division of the Texas State Department of Education; its director is a full-time member of the staff of the department. The Texas School of the Air is largely supported by a direct legislative appropriation to the State Department of Education.

Although this study is concerned primarily with the actual broadcasting activities of State Departments of Education, the responses showed that State Departments of Education are much interested in the effective use of radio at the receiving end, and, within the

limitations of budgetary provisions, are trying to furnish assistance to schools. In only six states is there no activity in the field of educational radio. In nearly every state there is some indication that this field will get increased attention in the future. The following comment from Vermont illustrates the point, "We need to formulate a state program and push it even though we cannot get special, added appropriations for it."

In summary, it may be said that the activities of but few State Departments of Education are extensive in the field of education by radio. This proportion is probably no lower than in city school systems throughout the country; however, this fact does not diminish the need for leadership that can be furnished by State Departments of Education. There is a greater activity of this kind in states where persons devote a major portion of their time to education by radio. The interest exhibited suggests that the future expansion of the use of radio and recordings in education is likely to get its most effective stimulation from this source. No one can foretell what will be the nature of educational practices after the war, but there are many indications that radio and recordings will be used more extensively than ever in the schools of America.

AER Charter Members

R. L. Foster, Township High School, Duquoin, Ill.
 Library, University of Illinois, Urbana, Ill.
 Olive McHugh, Toledo, Ohio.
 Oakland School, Chicago, Ill.
 Cyrett Morford, Detroit, Mich.
 New Trier Township High School, Winnetka, Ill.
 Madeleine Glynn, Chicago, Ill.
 Elwood Murray, University of Denver, Denver, Colo.
 Irve Tunick, New York, New York.
 Kolin D. Hager, Station WGY, Schenectady, N. Y.
 Kenneth C. Ray, Columbus, Ohio.
 J. Stanley McIntosh, Central School, Evanston, Ill.
 Jane Palczynski, Chicago, Ill.
 Erle A. Kenney, Alameda School Dept., Alameda, Calif.
 D. E. Dalbey, New Mexico Highlands University, Las Vegas, N. Mex.
 Sally Thompson Oak Park High, Oak Park, Ill.
 Ruby Yetter, Steinmetz High School, Oak Park, Ill.
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 John C. Schramm, Blue Network, New York, N. Y.
 H. B. Summers, Blue Network, New York, N. Y.
 Grace M. Tanning, Blue Network, New York, N. Y.
 Ruby M. Adams, Department of Education, Schenectady, N. Y.
 President J. L. Morrill, University of Wyoming, Laramie, Wyo.

Radio Criticism

(Continued from page 6)

production methods are constantly being exhibited in many of the better commercial efforts.

Many teachers, under the pressure of their daily routine, are unable to keep abreast of the latest developments in broadcast material. Consequently, they miss many worthwhile items which have a real contribution to make

Third Annual Utilization Awards and Citations

The third annual classroom-use-of-radio competition will close November 1, 1942. Entries will be judged by a committee appointed by the Executive Committee of the School Broadcast Conference. Awards and citations will be made at the banquet of the Conference, November 12, at the Morrison Hotel. Winning utilization procedures in the 1940 and 1941 contests have been published under the title, UTILIZATION AS REPORTED BY THE CLASSROOM TEACHER. This booklet may be obtained from the Conference office, upon payment of 50c, or may be referred to in the library of the Board of Education, Chicago.

Rules of the Contest

1. The description of the utilization procedure should be organized around the pre-broadcast and post-broadcast classroom activities as follows:
 - (a) Describe in not more than one hundred words your approach to the inclusion of the broadcast in your class schedule.
 - (b) Describe in not more than two hundred words the assimilation and integration (your follow-up activities) of the program.
2. Handbook page or paragraph describing the broadcast must accompany your entry. All entries must be submitted typed on one side of 8½ x 11 paper.
3. All entries must be submitted before November 1, 1942 to the INFORMATION EDITOR, Room 701, 228 N. La Salle Street, Chicago, Illinois.
4. Awards and citations will be made at the banquet, November 12th, 1942—Morrison Hotel.

to the student. It is imperative that teachers in radio education maintain as catholic a taste or point of view as possible. But they should have access to some clearing house for selected broadcasts. The JOURNAL OF THE AER is the logical place to institute such a department. By selecting a few programs each month for evaluation of content and method of presentation, this publication could contribute a real service. Incidentally, there is no reason why public service features should not come under the critical gaze occasionally.

We need intelligent and penetrating radio criticism, and we need it badly. Radio research is beginning to furnish us with a wider perspective and a deeper understanding of the possibilities of this amazing medium. It is time now for the competent critic to take his place. The first few issues of the JOURNAL OF THE AER have given every indication that we have a publication which is going to perform a very important part in the future of radio education in America. Let us accelerate the progress by adding radio criticism.

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My Japanese Book (4th grade level)	1.00
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For the Public . . .

E. GORDON HUBBEL

Consumers' Counsel

U. S. Department of Agriculture

If you were tuned in to an NBC station at 12:15 EWT on Saturday, March 7, you probably heard a program unique both in the history of radio and in that of international relations. Where but in America could two neighboring countries get together for an informal public chat on rationing problems and control of consumer prices?

The program was "Consumer Time," a weekly network production of the Consumers' Counsel Division in the U. S. Department of Agriculture, broadcasting a special program from Montreal, Canada. This particular broadcast was an interview of Madame Pierre Casgrain, prominent Canadian who is now working for the Wartime Prices and Trade Board of Canada, and was the first of a new idea in international broadcasting.

Back of this idea is the realistic appreciation of some simple facts. Canada and the United States have much in common—we speak the same language, we eat the same kinds of food, we dress alike, and we live in similar houses. Besides that, our two Governments are working in very close relationship on the war orders affecting the supplies and distribution of the goods and services consumers use. For example, the tin restriction order of the War Production Board in Washington was followed very closely by a similar order on tin in Canada. The effect of the two orders on consumers was almost identical in the two countries.

What, therefore, would be more appropriate than a broadcast directed to consumers in both Canada and the United States, explaining the whys and wherefores of these wartime orders? So thought the officials of the Canadian Broadcasting Corporation, when they asked me to visit Canada and talk about consumer broadcasts. The interview of Madame Casgrain was the first of a projected series of consumer radio programs to be fed to both countries, and originating sometimes in Washington and sometimes in Ottawa or Toronto, Canada. Details have not yet been worked out, but we hope that soon the CBC in Canada will begin to carry "Consumer Time" regularly, and will use that series as the vehicle for programs from the Canadian Government to consumers—American and Canadian.

I have spent most of my space talking about this one idea because it seems to be important from several angles. If the free peoples in our hemisphere are to become a strong and integrated unit—economically, as well as idealistically—then the more understanding each of us has about the habits and

ideas of the others, the better and the faster we will achieve our aims. By talking to consumers in both Canada and the United States in such day by day experiences as of buying sheets and the food value of whole wheat bread, each of us gains a new kind of respect for the other—not the respect that comes from concluding some major diplomatic rapprochement, but the homely respect that ordinary people have when they get to know one another.

"Consumer Time" is only one of the many radio services of the Department of Agriculture, and in later columns I will tell you how this Department is contributing not only to the general well being and intelligent understanding of farmers as citizens, but also how the various radio services are doing a tremendous wartime job—a job that requires the support and cooperation of every farmer in the country—the walloping big job of feeding Americans adequately and the job of supplying our allies with the foodstuffs and other materials they need to successfully carry on the war.

On the Record . . .

Clinton, N. Y.—Complete phonographic recordings of significant events at Hamilton College are being made in an effort to preserve in the college library a complete record of Hamilton's year-by-year development. Recent addition was the convocation service held in the chapel three days after Pearl Harbor. Commencement exercises, important lectures, special musical and dramatic events are similarly preserved.

The recordings, however, are only a part of the program which includes written and printed records, motion pictures and newspaper clippings. The recording project is an outgrowth of the college's new phonetics laboratory opened two years ago and equipped to take frequent records of students in public speaking classes.

Philadelphia, Pa.—The Pennsylvania Historical Commission, in cooperation with the State Council of Defense, has released for broadcast over Pennsylvania stations a series of recorded radio dramatizations of outstanding incidents in the history of the Commonwealth. Each script deals with a particular event or personality in Pennsylvania history, showing how the State has played a key role in the development and preservation of American democratic institutions and ideals.

Washington, D. C.—"Adventures of Cuthbert, National Park Pup," is the title of a series of children's programs telling of wildlife of the National Parks. The series, sponsored by the National Park Service of the Department of the Interior, is being dis-

tributed as a cooperative venture to local stations and schools throughout the country. Scripts are supplied for local presentation.

Columbus, Ohio—Station WBNS has resumed "Liberty Under Law," series which is prepared and presented by members of the Columbus Bar Association. Fifteen other Ohio Stations are expected to resume presentation of the programs under the auspices of the local bar associations. Production of the series is a joint endeavor of the State Bar Association and Station WBNS' Department of Developmental Programs, of which Irwin A. Johnson is Director.

With the NAEB . . .

(Excerpts from *The NAEB Newsletter* by special permission of the National Association of Educational Broadcasting.)

Urbana, Ill.—The following list of rules and regulations to govern the use of scripts available through the NAEB Script Exchange has been announced by Nat H. Erwin, Director of the Exchange:

1. Original scripts must be returned within ten days to Nat. H. Erwin, WILL, University of Illinois, Urbana, Ill., along with one copy.
2. Credit must be given the author and the source from which it came.
3. Scripts may be altered to fit the need of the production.
4. Postage must be paid both ways by the borrower.
5. Not more than four scripts will be mailed at one time to the borrower.
6. Scripts are available only to NAEB members, and may be used only for non-commercial purposes.

Bloomington, Ind.—Melvin R. White, formerly of Wisconsin, formerly of Station KWSC, formerly of Thornton Junior College, has taken on new duties in radio at Indiana University. He succeeds Robert E. Allen, who resigned at the end of the first semester.

Pullman, Wash.—Alumnus Edward R. Murrow, ace CBS correspondent, recently appeared before the microphone of KWSC, where he received his first radio experience. Station KWSC, owned and operated by the State College of Washington, is noted for its training courses in engineering and operation, as well as radio speech, writing and management; has placed at least 89 graduates in professional radio positions.

Madison, Wis.—On Sunday, February 1, State-station WHA changed its "silent on Sunday" policy and took to the air on a seven-days-a-week schedule. New programs planned especially for Wisconsin listeners are featured in the expanded service, H. B. McCarty, WHA director, announced.

Thirteenth Institute for Education by Radio

May 3, 4, 5, 6 — Deshler-Wallick Hotel, Columbus, Ohio

Sunday, May 3

10:00 a. m.—Registration

3:00 p. m.—Informal Tea for Newcomers

Special meeting for those who are attending the Institute for the first time.

7:45 p. m.—Radio Discussion in Wartime*

Presiding: W. W. Charters, Honorary Director, Institute for Education by Radio. Participants: Theodore Granik, Director, American Forum; Edward L. Bernays, Publicist and Writer; J. Harrison Hartley, Radio Section, Office of Public Relations, U. S. Navy; Ed Kirby, Radio Section, Bureau of Public Relations, War Dept.; Robert J. Landry, Radio Editor, Variety; William B. Lewis, Office of Facts and Figures.

8:30 p. m.—Registration

10:15 p. m.—Meeting for Chairmen

Monday, May 4

9:30 a. m.—Radio News Reports and Comments in Wartime

Presiding: Arthur J. Klein, Dean, College of Education, Ohio State University. Speakers: H. V. Kaltenborn, NBC; Morgan Beatty, the Blue Network; Gregor Ziemer, Station WLW. Participants: James Cassidy, Director of Special Events, Stations WLW, WSAI, WLWO; A. A. Schechter, Director of News and Special Events, NBC; Paul W. White, Director of News Broadcasts, CBS; G. W. Johnstone, Director of News and Special Events, the Blue Network.

Announcement of Awards for the Sixth American Exhibition of Recordings of Educational Radio Programs.

2:00 p. m.—Work-Study Groups

Agricultural and Homemaking Broadcasts: G. E. Ferris, Ohio State University; John P. Neville, University of New Hampshire.

Broadcasting by National Organizations: Henriette K. Harrison, National Council, Y.M.C.A.

Children's Programs: Sidonie M. Gruenberg, Child Study Association of America.

Religious Broadcasts: Louis Minsky, National Conference of Jews and Christians.

Recordings for School Use: Elizabeth Goudy, Los Angeles County Schools.

* Discussion will be broadcast over MBS from 8:30-8:45 p. m., EWT.

Research in Educational Broadcasting: Paul F. Lazarsfeld, Columbia University.

School Broadcasting: John W. Gunstream, Texas State Department of Education.

College Courses in Radio: Kenneth Bartlett, Syracuse University; Warren Scott, University of Southern California.

5:30 p. m.—Meeting and Dinner of the Association for Education by Radio.

Major Harold W. Kent, President, Chairman.

8:00 p. m.—Section Meetings

In-School Broadcasting: Kathleen Lardie, Detroit Public Schools.

National Association of Broadcasters: Neville Miller, President.

National Association of Educational Broadcasters (Closed meeting): Harold A. Engel, President.

Cooperative Approaches to Educational Broadcasting: Robert B. Hudson, Rocky Mountain Radio Council.

Teacher Education in Radio: A. L. Chapman, University of Texas.

Broadcasting for Women: Margaret Cuthbert, NBC.

The Negro, and Radio in Education: Walter N. Ridley, Virginia State College for Negroes.

Advertising Agencies: Chairman to be announced.

Radio and Wartime Morale: Edward L. Bernays.

Tuesday, May 5

9:30 a. m.—Radio Drama in Wartime

Presiding: H. B. McCarty, Station WHA, University of Wisconsin. Speakers: Norman Corwin, Director of "This Is War!"; Arch Oboler, Author and Director of "Plays for Americans."

Participants: Gerald Bartell, Station WHA, Univ. of Wisconsin; Philip H. Cohen, Office of Facts and Figures; Frank Monaghan, "Cavalcade of America;" Bernard C. Schoenfeld, Department of Interior; Norman Woelfel, Evaluation of School Broadcasts Project.

5:00 p. m.—The Columbia Workshop: Demonstration and Discussion.

Presiding: Davidson Taylor, CBS. Norman Corwin will direct a simu-

lated broadcast of "Columbia Workshop" as an illustration of the possibilities of original radio drama.

7:30 p. m.—Annual Institute Dinner Testimonial to Walter Damrosch.* Toastmaster: H. H. Davis, Vice President, Ohio State University. Presentation of Citation: W. W. Charters, Honorary Director, Institute for Education by Radio. Presentation of Damrosch Music Scholarship: Niles Trammell, President, NBC; Acceptance of Scholarship: H. H. Davis, Vice President, Ohio State University.

Wednesday May 6

9:45 a. m.—Round Table Discussions

College Public Relations Broadcasting: Hugh Fogarty Creighton University, chairman.

Production Techniques: Earle McGill, CBS, chairman.

Writing Radio Drama: Erik Barnouw, Columbia University, chairman.

Writing Radio Continuity: Ed Bronson, Station WCOL, chairman.

Promotion of Educational Programs: Irwin Johnson, Station WBNS, chairman.

Social Responsibility of Radio: Carl Friedrich, Harvard University, chairman.

Children's Program Idea Exchange: Harriet Hester, Station WLS, chairman.

Problems of Radio Editors: Robert Stephan, Cleveland Plain Dealer, chairman.

Teaching Radio Program Discrimination: Sherman Lawton, Stephens College, chairman.

2:00 p. m.—Religion Broadcasting in Wartime

Presiding: Lyman Bryson, CBS.

Participants: Paul Anderson, former Y.M.C.A. secretary, Paris; William Hard, former European correspondent, NBC; Stanley High, author and journalist; Bishop Henry Hobson; Max Jordan, former European correspondent, NBC; Edwin Laird, former Berlin correspondent, Time; Jeanette Sayre, Columbia University; Walter Van Kirk, Federal Churches of Christ in America.

* The formal portion of the program will be broadcast over the Blue Network from 9:30-10:30 p. m. EWT.

